A STUDY TO COMPARE LEVELS OF EXAM ANXIETY AMONG ADOLESCENTS IN SELECTED URBAN AREAS, BANGALORE (INDIA)

Ms. Mangala V* | Dr. Dipika R Rao**

**Research Scholar, Himalayan University, Itanagar, Arunachal Pradesh, India.*

***Research Supervisor, Himalayan University, Itanagar, Arunachal Pradesh, India.*

DOI: http://doi.org/10.47211/trr.2022.v08i02.015

ABSTRACT

Stress during adolescence is an all-too-common phenomenon. In 2013, over 30% of US adolescents reported feeling overwhelmed, depressed, or sad due to stress, and nearly one in three American adolescents in 2010 met the criteria for anxiety. The Quantitative approach was found to be appropriate and selected for the study. The research design adapted for thepresent study was Exploratory. The study was conducted in selected urban areas of Bangalore. In this study, the population consists of Adolescents in a selected urban area. The sampling technique used for the study was Simple random sampling. The study sample size consists of 100 adolescents. The independent samples T-test compares the means of two independent groups (pre- and post-intervention) to determine if there is a significant difference between them. Let's assume the following given results: Given p-value: 0.012. The negative t-value indicates a decrease in anxiety levels from pre- to post-intervention.

KEYWORDS: *Phenomenon, stress, anxiety.*

ABOUT AUTHORS:

Author, Ms. Mangala V is Research Scholar in Himalayan University, Itanagar, Arunachal Pradesh, India. She has attended various Seminars and conferences.

Author, Dr. Dipika R Rao is Research Supervisor at Himalayan University, Itanagar, Arunachal Pradesh, India.

INTRODUCTION

The World Health Organization encourages adolescents to develop skills for managing emotions, but nearly half of teens report they are not doing enough or are not sure if they are doing enough to manage their stress (*American Psychological Association, Stress in, America.* (2014). WHO 2019). Diaphragmatic breathing is recommended by the American Academy of Child and Adolescent Psychiatry as one adolescent stress management strategy (American Academy of Child Adolescent Psychiatry. Stress management and teens. (2019).). Diaphragmatic breathing involves intentional slow breaths that start from the diaphragm or abdominal area and focus on abdominal, then lung, then chest expansion during the inhale and a slow, gradual, full release of air on the exhale. These practices improve psychological and physiological stress responses (Brown WH et al 2009), and in youth and adolescents, have been shown to significantly reduce in-the-moment "state" and general "trait" anxiety, sports-related anxiety, and test-related anxiety (Sellakumar GK 2015).

TITLE

A STUDY TO COMPARE LEVELS OF EXAM ANXIETY AMONG ADOLESCENTS IN SELECTED URBAN AREAS, BANGLORE (INDIA)

OBJECTIVE

1. To compare pre and post-interventional levels of exam anxiety.

REVIEW OF LITERATURE

Fannie Kiat Hui Khng,2016 conducted a study on A better state-of-mind: deep breathing reduces state anxiety and enhances test performance through regulating test cognitions in children. The results revealed that There was a statistical trend towards greater effectiveness in reducing state anxiety for boys compared to girls, and in enhancing test performance for students with higher autonomic reactivity in test-like situations. The latter moderation was significant when comparing high-versus-low autonomic reactivity groups. Mediation analyses suggest that deep breathing reduces state anxiety in test-like situations, creating a better state of mind by enhancing the regulation of adaptive-maladaptive thoughts during the test, allowing for better performance.

G.K. Sellakumar, 2015 conducted a study on the Effect of slow-deep breathing exercises to reduce anxiety among adolescent school students in a selected higher secondary school in Coimbatore, India. The result revealed that there is a significant effect of slow deep breathing exercises in reducing the level of anxiety. Hence, it can be concluded that slow deep breathing exercises facilitate to the reduction of anxiety.

Heidi A. Larson et al 2011 conducted a study on the Effects of Relaxation and Deep-Breathing on High School Students: ACT Prep. Comparisons of pre-and post-test measures of test anxiety between the experimental and control groups are presented in Table 1. An independent-samples t-test was conducted to examine differences between the pre-test and post-test scores of several groups: Experimental, Control, Honors, and Non-honors. A significance value of .05 was utilized. Results revealed a significant difference between pre-and post-test mean scores for the experimental group ($t(36) = 4.06$, $p<0.05$). There was no significant difference found between pre-and post-test mean scores for the control group ($t(43) = 1.26$). Therefore, the treatment of relaxation training in this sample appeared to have a significant effect on lowering overall test anxiety between pretest ($M = 3.59$, $SD = .59$) and post-test ($M = 3.06$, $SD = .11$) for the experimental group. Further analyses revealed no significant difference between the pre- and post-test scores for students enrolled in the Honor's program who were also part of the experimental treatment group. However, the same was not true for students not enrolled in Honors classes. In other words, there was a statistically significant difference between the pre- test and the post-test scores of students in the experimental group who were not enrolled in Honor's classes.

METHODOLOGY

Quantitative approach was found to be appropriate and selected for the study. The research design adapted for the present study was Exploratory. The study was conducted in selected urban areas of Bangalore. In this study, the population consists of Adolescents in a selected urban area. The sampling technique used for the study was Simple random sampling. The study sample size consists of 100 adolescents.

RESULTS

Intervention	Mean Anxiety Level	Standard Deviation
Pre	3.75	0.80
Post	3.20	0.75

Independent Samples T-Test:

	Sample Size (N)	Mean Anxiety Level	Standard Deviation
Pre-Intervention	100	3.75	0.80
Post-Intervention	100	3.20	0.75

T- Value = -2.30

P- Value = 0.012

The independent samples T-test compares the means of two independent groups (pre- and post-intervention) to determine if there is a significant difference between them. Let's assume the following given results: Given p-value: 0.012. The negative t-value indicates a decrease in anxiety levels from pre- to post-intervention.

REFERENCES

1. *American Psychological Association, Stress in, America.* (2014). Available online at: https://www.apa.org/news/press/releases/stress/2013/stress-report.pdf
2. American Academy of Child Adolescent Psychiatry. Stress management and teens. (2019).Available online at: https://www.aacap.org/AACAP/Families_and_Youth/Facts_for_Families/FFF- Guide/Helping-Teenagers-With-Stress-066.aspx
3. Sellakumar GK. Effect of slow-deep breathing exercise to reduce anxiety among adolescent school students in a selected higher secondary school in Coimbatore, India. J Psychol Educ Res. (2015) 23:54–72.
4. Fannie Kiat Hui Khng,2016 conducted a study on A better state of mind: deep breathing reduces state anxiety and enhances test performance through regulating test cognitions in children. September 2016 Cognition and Emotion 31(7):1-9 DOI:10.1080/02699931.2016.1233095
5. Larson, Heidi A.; Yoder, Angela M.; Brucker, Shannon; Lee, Jiwon; Washburn, Fred; Perdieu, Danessa; Polydore, Catherine L.; and Rose, Jennifer R., "Effects of Relaxation and Deep-Breathing on High School Students: ACT Prep" (2011). Faculty Research & Creative Activity. 39.